

# Leading the Charge

Montana 2011 State Title I Conference  
Gail Chandler, Principal  
C.S. Porter Middle School  
Missoula

## Guiding Question

How can each school community member contribute to leading the charge for continuous school improvement?

“Defined, leadership is the practice of guiding and inspiring others to journey willingly toward an identified target; done well, it nurtures a culture of risk-taking and leading, thereby creating the opportunity for meaningful changes in the direction, beliefs, values, practices, and skills of the individual, group, and organization.”

Cassandra Erkens, contributor to *The Collaborative Administrator*.

## MontCAS Data

### In 2006:

- 60% of all C.S. Porter students were proficient in Math.
- 83% of all C.S. Porter students were proficient in Reading.
- 44% of Economically Disadvantaged students were proficient in Math.
- 74% of Economically Disadvantaged students were proficient in Reading.
- 20% of Students With Disabilities were proficient in Math.
- 46% of Students With Disabilities were proficient in Reading.

## Implementation of PLCs

### Learning Targets:

#### 2006–2007 School Year

- I will participate in collaboration meetings that have purpose and direction.
- I will respect and value the input and discussion during a collaboration meeting.
- I will use the feedback and encouragement that I receive at collaboration meetings to improve my pedagogical skills.

## C.S. Porter Community Mission

*We will empower, engage and inspire each and every student to reach his or her full potential as a life-long learner and respected member of the community. We will encourage students to pursue their dreams with confidence and passion in a safe, stable and supportive learning environment.*

## C. S Porter Middle School Belief Statements

We believe students' education should be tailored to encourage their strengths, confidences, and passions

We believe in building positive, respectful relationships between all students, staff, and parents in order to create a safe, supportive learning community.

We believe in setting high standards in all aspects of a student's life.

We believe that learning and teaching comes in a variety of forms and engages all students.

# FOR SALE

### C.S. Porter Middle School

- . Grades 6,7,8
- . 500 Students
- . 60 Staff Members
- . Large Playground



## MontCAS Data

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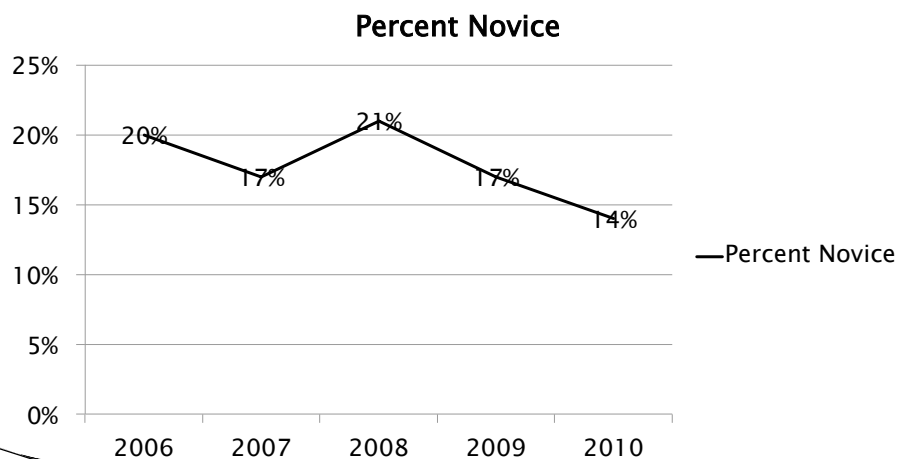
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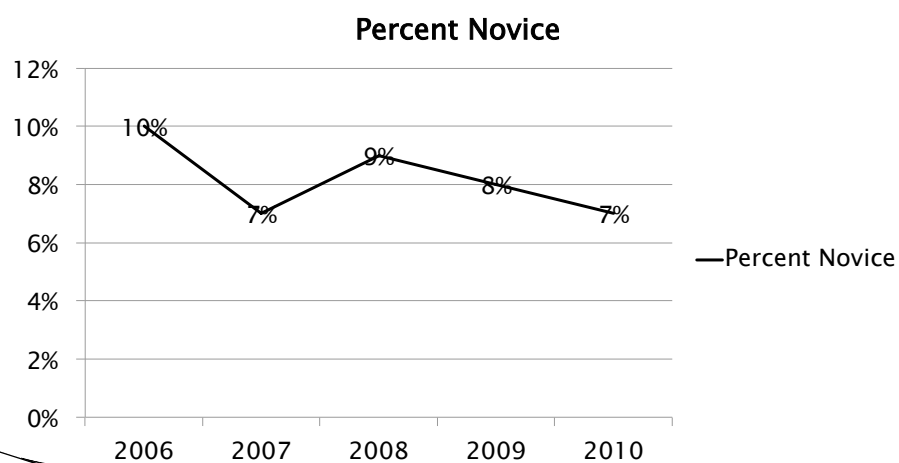
### In 2010:

- 71% of all C.S. Porter students were proficient in Math. Up 11%
- 92% of all C.S. Porter students were proficient in Reading. Up 9%
- 59% of Economically Disadvantaged students were proficient in Math. Up 15%
- 87% of Economically Disadvantaged students were proficient in Reading. Up 13%
- 30% of Students With Disabilities were proficient in Math. Up 10%
- 60% of Students With Disabilities were proficient in Reading. Up 14%

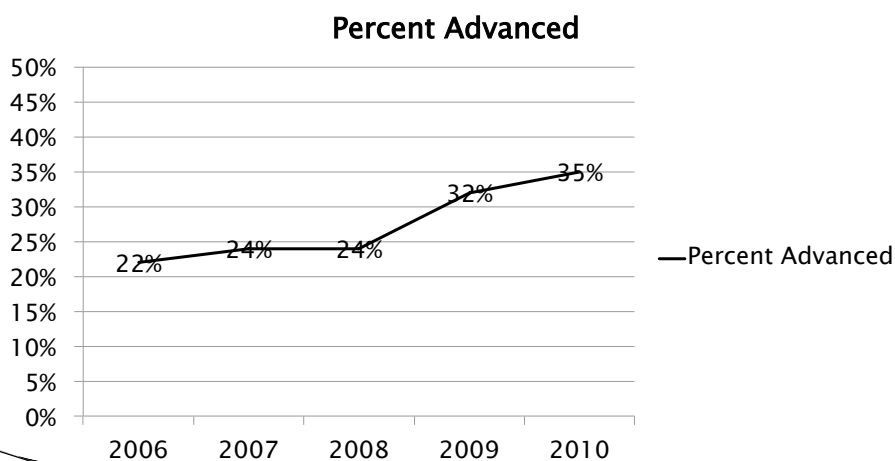
## Math: Students Scoring Novice



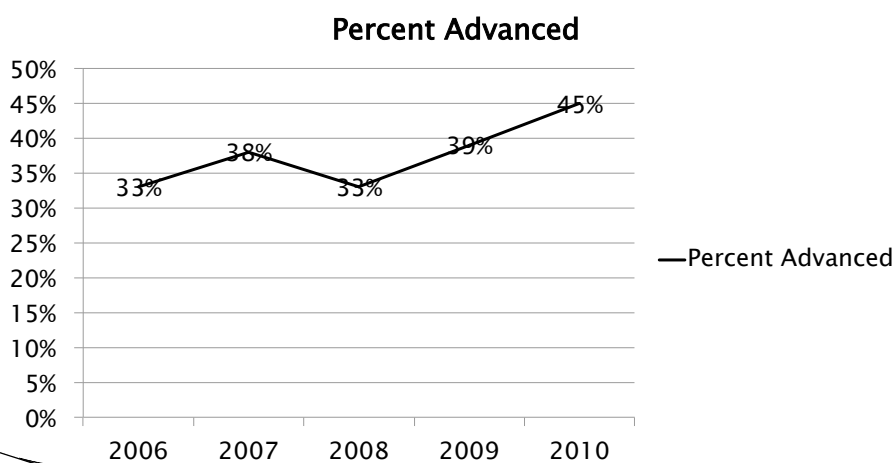
## Reading: Students Scoring Novice



## Math: Students Scoring Advanced



## Reading: Students Scoring Advanced



- “Everyone steps up to lead at different times and with different purposes.” *Teacher*
- “This is a great school: great staff, wonderful students. It is time for us as parents to step up as leaders to help you make this an even better school than it already is.” *Parent*
- “I don’t think the yoke is worn by anyone too long and so the 'burden' isn't too daunting. I think we also have a lot of great support.” *Teacher*

- “Our students benefit from collaboration all the time. From big things like One Book or our more recent IEFA story-telling day to simple day-to-day collaborations on curriculum ideas or RTI/MBI implementations. I, too, benefit!” *Teacher*
- “... a way that I am a leader is by helping the parents develop leadership/parenting skills that are effective. When I see their children at school I help to reinforce those social skills such as being polite, respectful and helpful.” *Family Resource Specialist*
- “Having the knowledge and support to try new and different things (behavior modifications, teaching strategies...etc.) has helped me become somewhat of an expert and able to take on a leadership role in the school.” *Teacher*



“As our committee identifies challenges we work together to devise plans and solutions which are then often implemented at the classroom and/or grade level. My participation on the committee has enabled me to facilitate and support those needed changes and I have seen a positive impact on our students.” *Teacher*

“As a member of a district-wide IEFA project, I have gained insight and skills which enable me to develop classroom models and meet the unique needs of our American Indian students, and to share this knowledge with my grade-level team.” *Teacher*

“Based on the strength of the C.S. Porter curriculum development model I have presented workshops on the district level and at the alternative high school on developing in-depth units of study.” *Teacher*

“...leadership is about relationships. It requires *heart*. Exceptional leaders understand that leadership is not facilitating a series of activities, but rather guiding and encouraging *people* on the journey. We must both *be* that exceptional leader for others and *evoke* the exceptional leaders in others. To do that, we must serve, we must model, and we must celebrate.”

Cassandra Erkens, contributor to *The Collaborative Administrator*.

This presentation is dedicated to Mary Jo Swartley and the late Sarah Schumacher: my mentors, my coaches, my friends.

Thank you!